**Writing a Conceptual Unit of Work**

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| **Step 1** | **When planning the unit of work ask the key teaching and learning questions:**   * What do my students need to learn? The key skills and knowledge that can be fostered through the aspect or topic of the course you are focused on. * Why does it matter? It needs to engage students in the key skills and knowledge of the syllabus. * What do they already know? Prior knowledge and an appreciation of the mixed abilities of the students. * How will they demonstrate learning? Through assessment *for, as* and *of* learning. * How will they get there? The teaching and learning activities, the scaffolds and models, and the resources and texts that will be used. * How can they use technology to get there? The technology resources can you use to enrich the teaching and learning. * How well do I expect them to do it? Ensure that you have high expectations and pitch the work at the right level. |
| **Step 2** | **Identify the relevant outcomes**   * Not too many for a unit of work. * Look at the content indicators to ensure that you have selected the right outcomes. * Select the content that needs to be addressed in the unit of work. |
| **Step 3** | **Summative assessment**   * Decide how the students will demonstrate their skills, knowledge and understanding. |
| **Step 4** | **Conceptual planning**   * Identify the overarching concept or essential learning statement based on the focus or aspect and the outcomes that you want students to understand by the end of the unit. * Identify the central learning ideas that you want the students to understand and develop the conceptual understanding and derive directly from the outcomes. |
| **Step 5** | **The learning sequence**   * Build the field of learning by deciding on the sequence of lessons and the assessment for learning tasks that will enable students to access the chosen outcomes and the summative task. * Ensure that the activities link clearly to the content of the outcomes. |
| **Step 6** | **The teaching and learning activities and resources**   * Based on the learning sequence plan the activities that will engage the students, enrich their skills and knowledge and foster understanding. * Decide if scaffolding and providing exemplars or models will aid the learning. * Vary the delivery by moving between teacher directed, independent work, paired work and group activities. * Consider what needs to be modified and extended to differentiate the learning. * Ensure that you have integrated explicit literacy strategies. * Decide how you can use technology to enrich the learning. * Ask if the lessons are engaging and challenging, and if they connect to the essential learning. |
| **Step 7** | **Evaluation of the unit**   * How do I reflect on the quality of the unit? * What would I change, exclude and add to the unit of work? |
| **References** | * **5 e’s:** <http://www.miamisci.org/ph/lpintro5e.html> * <http://www.curriculumsupport.education.nsw.gov.au/secondary/english/stages4_5/teachlearn/uofw/uofw.htm> * <http://syllabus.bos.nsw.edu.au/support-materials/sample-units/> * <http://www.scoop.it/t/nsw-english-k-10-syllabus> * <http://e4ac.edu.au/secondary/> * <http://www.asiaeducation.edu.au/curriculum_resources/english_cr/asiascopeseqenglishcr/secondary_units_of_work_eng/asia_scope_and_sequence_for_english_secondary_unit.html> * <http://www.curriculumsupport.education.nsw.gov.au/policies/gats/assets/pdf/polsuppcd.pdf> * <http://unswict.wikispaces.com/Conceptual+Programming> |